



Beacon Hill Preparatory Institute

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Description of Services:

Beacon Hill is a non religious, non-profit 501c3 Math & Reading after school & Saturday program designed to supplement a child's classroom academics, helping them to master the basics, while sharpening their academic skills. Through the Beacon Hill programs, the student will develop self-discipline, focus, and ability, as he/she progresses through the program at his or her own pace. The model of instruction promotes a student's confidence in their own ability as they experience academic success. The process for delivering the Beacon Hill program is to build a strong foundation with clearly defined skill levels and short assignments spanning across grade levels, pre-school through high school. Students begin with work that can be completed easily thus enabling them to begin with success. They advance in small manageable steps at a steady pace until each concept is mastered. There are regular reviews of previously mastered material, allowing the student to gain proven proficiency. Booklets assigned by the instructor begin with simple exercises, modeled after an example. Each new assignment is slightly more challenging than the previous one. Progression is gradual, allowing the students to master and internalize each skill. Daily assignments in the weekly booklets are to be completed on days not attending the center. Students attend Beacon Hill Math and Reading Center once a week. Beacon Hill also offers Enrichment Programs and Parent Preparatory Workshops

Description of Instructor Qualifications:

All staff must show a deep interest in and desire to work with children. They must be energetic, possess patience, and be respectful of a student's strengths and weaknesses. Each classroom setting (Upper School - 6th - 12th , Middle School - 2nd - 5th & Lower School 3 1/2 - 1st grade) must possess a certified teacher. All teachers are trained in best practices for educating students and exhibit strong interpersonal skills for communicating with parents, students, and Beacon Hill staff. Beacon Hill directors and instructors act as mentor, coach, and teacher providing direction, support, and encouragement guiding students along their individual path of learning. The Beacon Hill President holds a 4 year degree in Accounting and a Masters in Corporate Finance and has more than 20 years experience in corporate America and 20 years experience volunteering, mentoring and working within the private and public school setting.

All instructors are provided with a detailed Instructor's Guide outlining job expectations, information relating to the Center's program and philosophy, specific classroom flow instructions for running a student group in both math and reading, as well as a glossary of terms and sample booklets, record sheets, and curriculum guides. All of our instructors are qualified to work with low achieving students. Because of this experience they have high expectations for and are able to bring to the table applicable knowledge of strategies that can foster much needed motivation in the students.

Description of Evidence of Effectiveness:

All materials and instructional methods are backed by highly respected academic research. KUMON-Started 50 years ago, Kumon students can perform 100% of their potential. On January 8, 2000-Kumon North America, the largest source of supplemental education in math and reading had been ranked #16 overall, and #1 in the tutoring category by Entrepreneur Magazine. The founders of Gideon Learning modeled Kumon by developing a math and reading program where students would develop to their full potential, be more responsible for their own learning and they could strengthen independent thinking skills. MID-CONTINENT RESEARCH for EDUCATION & LEARNING-In 2004, a meta-analysis of 52 separate evaluations which found "statistically significant positive effects of "out of school time" [i.e. after-school supplemental education] on both reading and math student achievement." COLUMBIA SCHOOL of SOCIAL WORK-In a 2000 study of the Boys and Girls Clubs' Project Learn, an evaluation of five sites...significantly increased as the program involvement increased. Program youth increased their average grades by 11%. POLICY STUDIES ASSOCIATES-In a five-year cumulative data report issued in 2004, it was found that students who participated in after-school programs attended school more regularly and improved their academic performance. THE WALL STREET JOURNAL, Jan. 2007-Reports that teachers are now being encouraged to make students "learn the basics."